DOCUMENT RESUME

ED 197 742 IR 009 140

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TITLE Evaluation of Self-Paced Library Instruction at the University of Nebraska-Lincoln Libraries.
PUB DATE [80]
NOTE 37p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Libraries: *Formative Evaluation: Higher Education: *Library Instruction: *Library Skills: *Programed Instruction: Programed Instructional Materials

ABSTRACT

The findings of this study indicate that self-paced library instruction is a viable alternative to more costly tutorial or computer assisted instruction for replacement of existing library orientation tours. The self-paced instruction packet presents three basic library skills: location of books using author, title, or subject catalogs: location of periodical articles starting from an index: and location of microfilms and the use of a microfilm reader. A library skills test and a demographic and attitudinal questionnaire provide instructional evaluation. The study includes a discussion of the methodology and an analysis of the results. (RAA)

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EVALUATION OF SELF-PACED LIBRARY INSTRUCTION AT THE UNIVERSITY OF NEBRASKA-LINCOLN LIBRARIES

by

Scott Stebelman

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IR009140

EVALUATION OF SELF-PACED LIBRARY INSTRUCTION AT THE UNIVERSITY OF NEBRASKA-LINCOLN LIBRARIES

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BACKGROUND

During the 1970's the UN-L Libraries had been offering staff-conducted tours to all Freshman English classes. The primary objective of the tour was to orient students to the physical layout of the main library rather than to teach them how to use bibliographic resources; however, it became clear after several years that neither the library staff nor the teaching faculty was satisified with this format. Teachers demurred at relinquishing an entire classroom hour to the library, when that hour could be used to lecture about literature or composition; students questioned the value of being led passively around the building, without any exercise to demonstrate its usefulness; and libbrarians were becoming increasingly demoralized as more and more students dropped out of the tour midway. Librarians also doubted whether students retained any of the information that was imparted to them during the hour.

In 1977 Kathy Johnson, the former Coordinator of Freshman Tours, was assigned to evaluate our Freshman program and to make recommendations for its improvement.[1] She did not limit herself to evaluating only our present instructional format--tours--but also compared its effectiveness with two other formats: tutorials, and computer assisted instruction (using PLATO terminals). She selected sixty-eight students for testing and divided them into

three groups corresponding to the different formats, and included a control group which had received no instruction. Her test results were significant: although the tutorial and PLATO groups scored highest, and about equally well, the tour group scored only slightly higher than the control group. In spite of the superior scores of the first two groups, Ms. Johnson recommended that neither format be adopted in the future: tutoring 4500 Freshmen would be too labor intensive for staff members, and acquiring the necessary terminals and software for PLATO instruction would be too expensive. Obviously, however, the library could not continue with the tours--students were learning nearly as much, or as little, without them.

SELF-PACED INSTRUCTION

A fourth format, self-paced instruction, was considered during the fall of 1979. Familiar with the workbooks used at UCLA[2] and Pennsylvania State University,[3] and impressed with the learning results, we decided to test students on this new format and see whether they scored significantly higher than a control group which received no instruction. A fifteen page packet was devised, with the following learning objectives incorporated into it:

1. Students will understand the physical layout of the Main Library.
2. Students will have knowledge of branch libraries and their relationship to the Main Library.
3. Students will interpret catalog cards correctly.
4. Students will be able to locate and retrieve books and periodicals in the Main Library.
5. Students will work effectively with microforms.
6. Students will use periodical indexes to find magazine articles.
7. Students will understand circulation policies.

To make the packets appealing to students, we made four versions of them, each version teaching the use of a diffferent Wilson index. Students were asked to select that index which best matched their subject interests; for example,

business students selected Business Periodicals Index, English majors selected Humanities Index, etc. Teachers distributed packets in the classroom, and students had one week to complete them and return them to the library, where they were graded Pass/Fail and then returned to the teacher through the campus mail.

TEST CONDITIONS

During November, 1979, four Freshman English sections that had used the packet were contacted, along with four that had not. These groups were combined into two test groups, comprising sixty students each: a packet group, and a control group. Tests were administered five weeks after the first group had completed packets for their teachers. In addition to determining whether packet students scored higher than the control group, we wanted to know if students developed more positive attitudes about the library after working with the packet, and if demographic and library use background affected scores and attitudes. We therefore devised a questionnaire that would answer these questions:

1. Does the population size of a student's home town affect their score?
2. Does the population size of a student's home town affect library attitudes?
3. Is there a correlation between home town population size and library use?
4. Does the size of a student's home town population determine whether they will have had previous library instruction before coming to the university?
5. What percentage of students receive instruction before coming to UN-L?
6. What library tools are most often covered in previous instruction?
7. Where is most previous instruction received--the high school, the public library, etc.?

TEST RESULTS

After the tests and questionnaires were completed, the data was converted to machine-readable records. The following statistics were generated by the SPSS computer program; a significance level of .05 was established, making any "t" or "r" score over 1.96 significant. When three population groups were compared, significance levels were calculated for the high and low scores only. t = test for differences between means; r = test for differences between proportions.[4]

A. MEASURES OF CENTRAL TENDENCY AND VARIABILITY (39 test questions)
   1. Control group (no instruction)
      a. Mean 20.4
      b. Median 20.0
      c. Mode 18.0
      d. Standard Deviation 5.22
   2. Self-paced packet group
      a. Mean 26.3
      b. Median 27.0
      c. Mode 28.0
      d. Standard Deviation 4.59
   3. t = 7.38

B. PERCENTAGE OF STUDENTS SCORING ABOVE 70% (PASSING) ON TEST
   1. Control group 5%
   2. Self-paced packet group 45%
   3. r = 2.53

C. ATTITUDES--agree or disagree with the following statements:
   1. I find using a library enjoyable.
      a. Control group 36.4% agreed (55 in sample)
      b. Self-paced packet group 41.1% agreed (56 in sample)
      c. r = .52
   2. It is important to me to learn to use a library.
      a. Control group 72.7% agreed (55 in sample)
      b. Self-paced packet group 75.0% agreed (56 in sample)
      c. r = .31
   3. I can learn all I need to know about libraries on my own.
      a. Control group 60.0% disagreed (55 in sample)
      b. Self-paced packet group 67.9% disagreed (56 in sample)
      c. r = .86
   4. Learning to use a library will make me a more successful student.
      a. Control group 67.3% agreed (55 in sample)
      b. Self-paced packet group 81.8% agreed (55 in sample)
      c. r = 1.73

Subsequent data represent combined figures for both control and self-paced packet groups:

D. CORRELATION BETWEEN HOME TOWN POPULATION SIZE AND SCORE (figures represent those students scoring above 70% on the test; comparison is made between students in the same population group)
   1. 100,000 and more — 30.4% (39 in sample)
   2. 5,000-99,000 — 21.1% (38 in sample)
   3. 1-4999 — 23.3% (43 in sample)
   4. r = .91

E. LOCATION OF PREVIOUS LIBRARY INSTRUCTION BEFORE COMING TO UN-L
   1. High School — 55.8%
   2. Public Library — 9.2%
   3. Two Year College — 1.7%
   4. Four Year College — 1.7%

F. PREVIOUS LIBRARY INSTRUCTION--60.0% of the students had previous instruction before coming to UN-L. Specific resources covered:
   1. How to use the card catalog — 57.5%
   2. How to interpret information on a catalog card — 55.0%
   3. How to use Reader's Guide — 48.3%
   4. How to use reference books (encyclopedias, etc.) — 51.7%
   5. How to interpret Dewey Decimal call numbers — 45.8%
   6. How to use indexes and abstracts, other than Reader's Guide — 15.4%

G. CORRELATION BETWEEN SCORES AND PREVIOUS LIBRARY INSTRUCTION
   1. 18.8% of those students who had no prior instruction before coming to UN-L scored above 70% on the test (48 in sample)
   2. 29.2% of those students who had had prior instruction before coming to UN-L scored above 70% on the test (72 in sample)
   3. r = 1.31

H. CORRELATION BETWEEN PREVIOUS LIBRARY INSTRUCTION AND HOME TOWN POPULATION SIZE (since High School instruction had an overall figure of 55.5% and all other places had less than 13% combined, I used only the former for evaluation purposes; comparison is made between students in the same population group)
   1. 100,000 and more — 47.4% (38 in sample)
   2. 5,000-99,99^ — 60.5% (38 in sample)
   3. 1-4999 — 63.4% (41 in sample)
   4. r = 1.54

I. PAST LIBRARY USE

1. More than once a week	9.2%
2. More than once a month	47.5%
3. More than once a year	30.0%
4. Not at all	5.8%

J. CORRELATION BETWEEN SCORE AND PAST LIBRARY USE

1. Of those students who scored above 70%, 64.3% use a library from several times a week to several times a month. (28 in sample)
2. Of those students who scored below 70%, 45.0% use a library from several times a week to several times a month. (83 in sample)

K. CORRELATION BETWEEN HOME TOWN POPULATION SIZE AND PAST LIBRARY USE (use = several times a week to several times a month; comparison is made between students in the same population group)

1. 100,000 and more	55.9% (34 in sample)
2. 5,000-99,999	69.4% (36 in sample)
3. 1-4999	58.5% (41 in sample)
4. r = 1.30	

L. CORRELATION BETWEEN LIBRARY ATTITUDES AND HOME TOWN POPULATION SIZE (agree or disagree with the following statements; comparison is made between students in the same population group)

1. I find using a library enjoyable.
   a. 100,000 and more — 32.4% agree (34 in sample)
   b. 5,000-99,999 — 41.5% agree (36 in sample)
   c. 1-4999 — 36.1% agree (36 in sample)
   d. r = .79
2. It is important to me to learn to use a library.
   a. 100,000 and more — 70.5% agree (34 in sample)
   b. 5,000-99,999 — 75.0% agree (36 in sample)
   c. 1-4999 — 75.6% agree (41 in sample)
   d. r = .46
3. I can learn all I need to know about libraries on my own.
   a. 100,000 and more — 61.7% disagree (34 in sample)
   b. 5,000-99,999 — 69.4% disagree (36 in sample)
   c. 1-4999 — 61.0% disagree (41 in sample)
   d. r = .86
4. Learning to use a library will make me a more successful student
   a. 100,000 and more — 79.4% agree (34 in sample)
   b. 5,000-99,999 — 77.7% agree (36 in sample)
   c. 1-4999 — 67.5% agree (40 in sample)
   d. r = 1.17

M. CONCEPTS THAT LESS THAN 60% OF THE SELF-PACED PACKET STUDENTS UNDERSTOOD, AS DETERMINED BY INCORRECT TEST ANSWERS

1. Reading a subject catalog card and distinguishing between the title and a subject heading (51.6%)
2. Recognizing that the Public Catalog is a union catalog for the Main Library and the branch libraries.
3. Working with the Green Location Card File to find locations for those books not having location tags above the call number (59.7%)
4. Recognizing that titles of periodical articles cannot be found in the Public Catalog (58.1%; 46.8%; 30.7%)
5. Knowing the title of a book and not knowing which word in the title to look under in the Public Catalog (58.1%)
6. Using the periodical flexoline to locate recent issues of periodicals (56.5%)
7. Identifying the Public Catalog as having the most complete list of periodical titles (19.4%)
8. Distinguishing a LC call number from a Dewey Decimal call number (50.0%)
9. Using the stacks directory to identify the correct location of a book (43.6%)

CONCLUSIONS

1. Students receiving self-paced instruction scored significantly higher on the test than those students who had received no instruction.
2. The difference in scores, when correlated to home town population size, previous library instruction, and past library use, was statistically insignificant.
3. The difference in attitudes, when correlated to test group and home town population size, was statistically insignificant.
4. The difference in library use, when correlated to home town population size, was statistically insignificant.
5. 60% of Freshman students have had previous library instruction, usually at their high school, before coming to UN-L; about 50% of the students had been exposed to encyclopedias, a Public Catalog, catalog cards, or been told how to interpret Dewey Decimal call numbers; only 15.4% had been instructed in the use of an index other than Reader's Guide. The difference in previous library instruction backgrounds, when correlated to home town population size, was statistically insignificant.

FOOTNOTES

[1] Kathleen A. Johnson and Barbara S. Plake, "Evaluation of PLATO Library Instructional Lessons: Another View," The Journal of Academic Librarianship, 6 (1980), 155-158.

[2] See Miriam Dudley, "The Self-Paced Library Skills Program at UCLA's College Library," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), pp. 330-335.

[3] See Beverly L. Renford, "A Self-Paced Workbook Program for Beginning College Students," The Journal of Academic Librarianship, 4 (1978), 200-203.

[4] Statistical formulas were derived from Sonia R. Wright, Quantitative Methods and Statistics: a Guide to Social Research (Beverly Hills: Sage Publications, 1979).

LIBRARY SKILLS TEST

INSTRUCTIONS:

This test will be scored by a computer. Thus, you will need to use the Mark Sense answer sheet that accompanies the test. Use only a #2 lead pencil.

At the top of the answer sheet:

1. Write your name, such as: Doe, John
2. Today's date
3. Write in your instructor's name.
4. Fill out the Identification Number at the top right-hand side of the page with your 9-digit "Student ID number." Be sure to darken the appropriate space for each digit in the identification number.
5. Read the directions for marking the answer sheet before you start.

In taking the test:

1. Please answer each question. If you cannot decide which is the correct answer, go on to the next question. If there is time later, go back and try to answer any questions that you have skipped.
2. Choose only one answer for each question. If more than one answer sounds correct, choose the best answer.
3. Use the accompanying STACKS DIRECTORIES and/or LOCATION CODE AND MEDIA DESIGNATORS DIRECTORY to answer questions when appropriate.

General Comments:

1. Throughout the test the University of Nebraska-Lincoln Libraries has been abbreviated as the UN-L Libraries.
2. Unless noted otherwise, questions regarding the card catalogs refer to the card catalogs located in Love Library.

1. The UN-L Libraries is comprised of which of the following?

   a. Love Library
   b. Love Library and several branch libraries
   c. Love Library and the C.Y. Thompson Library
   d. The C.Y. Thompson Library and several branch libraries

2. What should you do first to find a book with the call number $\frac{510}{J236u}$?

   a. Look up the author in the Green Location Card File
   b. Look up the location on the Location Code and Media Designator Directory
   c. Look up the call number on a Stacks Directory
   d. Look up the call number in the Green Location Card File

3. To find a book on American history in the 1920's, in which of the following should you look?

   a. Green Location Card File
   b. Flexoline
   c. Subject Card Catalog
   d. Author-Title Card Catalog

BIOFEEDBACK TRAINING

LOVE
BF 319.5 B5B76

Brown, Barbara B
New mind, new body: bio-feedback: new directions for the mind, by Barbara B. Brown
[1st ed. New York, Harper & Row, 1974]
xiii, 464 p. 24 cm. (A Cass Canfield book)
Bibliography: p. 423-454

1. Biofeedback training. I. Title.

BF319.5.B5B76 612'.022 73-14249
ISBN 0-06-010159-6 MARC
Library of Congress 74[4]

4. What is the title of the book found on the above card?

   a. Biofeedback training
   b. New mind, new body
   c. Bio-feedback: new directions for the mind
   d. A Cass Canfield book

5. The Card Catalog at Love Library contains cards for which of the following?

   a. Books located in Love Library
   b. Books and periodicals located in Love Library
   c. Books located in Love Library and the branch libraries
   d. Books and periodicals located in Love Library and the branch libraries

6. In using the Subject Card Catalog to locate books on pesticides, several are listed which have the following call numbers:

AGRI	AGRI	LOVE	RA1270	LIFE
SB	RC	SB	P4M87	RA
951	627	959		1270
S435	P7B69	C3		P4U54x
1975x				

   Which of the following should you consult to determine the location of RA1270 P4M87?

   a. Green Location Card File
   b. Location Code and Media Designator Directory
   c. Dewey Decimal Stacks Directory
   d. Library of Congress Stacks Directory

Spinoza, Descartes & Maimonides

Undergraduate
B3998
.R6
1963

Roth, Leon, 1896-
Spinoza, Descartes & Maimonides.
New York, Russell & Russell, 1963.
148 p.

1. Spinoza, Benedictus de.
2. Descartes, Rene. 3. Moses ben Maimon. I. Title.

7. Which of the following is the author of the book found on the above card?

   a. Roth, Leon
   b. Spinoza, Benedictus de
   c. Descartes, Rene
   d. Moses ben Maimon

8. Current periodicals shelved in the Love Library Periodicals Section are defined as which of the following?

   a. Only the 1979 issues
   b. Only the bound volumes
   c. Only the unbound issues; generally the current year
   d. All volumes and issues which the library has received

9. If you wanted to find books written by Lord George Gordon Noel Byron, which of the following names should you look under in the Author-Title Card Catalog?

   a. Lord
   b. George
   c. Gordon
   d. Byron

10. Where would this book be found in Love Library?

    fN1
    A1M4

   a. Love North, First Floor, north side with the call numbers beginning with "F"
   b. Love North, First Floor, north side after the PZ4 call numbers
   c. Love North, First Floor, north side with the call numbers beginning with "N"
   d. Love North, Second Floor, west side with the call numbers beginning with "A"

11. Which of the following can not be located through the Author-Title Card Catalog in Love Library?

   a. Periodical titles found in the UN-L Libraries
   b. Titles of books found in the UN-L Libraries
   c. Titles of periodical articles found in the UN-L Libraries
   d. Authors of books found in the UN-L Libraries

12. If you do not remember the author's name but want to find out if the UN-L Libraries has a book with the following title: The Story of the Abbey Theatre, under which of the following words should you first look in the Author-Title Card Catalog?

   a. The
   b. Story
   c. Abbey Theatre
   d. The Abbey Theatre

13. Where is the following shelved?

    LOVE
    296.0973
    M334m

   a. Love South, East Basement Stacks
   b. Love North, Second Floor, east side
   c. Love North, First Floor, south side
   d. Love South, Room 205

Use the following example from the Flexoline to answer questions 14-16.

HQ1206 P76	PSYCHOLOGY OF WOMEN QUARTERLY	Latest issues: Periodicals v. 1(1976) - Stacks

14. Where should the most recent issue of this periodical be shelved?

    a. Love North, First Floor, south side
    b. Love South, Level 6
    c. Love North, First Floor, north side
    d. Love Library, Periodicals Section

15. Which volume(s) of this periodical do(es) the library own?

    a. Only volume 1, 1976
    b. All volumes published since volume 1, 1976
    c. Only the latest issues
    d. Only the bound volumes

16. Where are the bound volumes of this periodical shelved?

    a. Love Library, Periodicals Section
    b. Love North, First Floor, south side
    c. Love South, Level 6
    d. Love North, First Floor, north side

17. What do the following call numbers have in common?

016.65085 qR66g	fAP 2 E165	FOLIO PN 1994 W465	189.4 fT36

    a. All are Dewey Decimal call numbers
    b. All are call numbers for bound periodicals
    c. All are Library of Congress call numbers
    d. All are call numbers for oversized materials

18. Which of the following should you use to determine the location of this call number?

    AGRI
    S
    591
    B392S6
    1976x

    a. Library of Congress Stacks Directory
    b. Dewey Decimal Stacks Directory
    c. Green Location Card File
    d. Media Designators and Location Code Directory

19. The most complete list of periodicals in the UN-L Libraries is found in which of the following?

    a. Author-Title Card Catalog
    b. Subject Card Catalog
    c. Flexoline
    d. Green Location Card File

20. Which of the following call numbers are Library of Congress call numbers

a.	b.	c.	d.
FOLIO Z2341 B5	917 K12a	SPEC 655.142 fAs3d	Agriculture D16.8 C58 1961

    a. a and b
    b. a and d
    c. b and c
    d. b and d

21. When you look up a call number in the Green Location Card File and do not find a card with that exact call number, what should you do next?

    a. Check at the Circulation Desk to find out if the book is on reserve
    b. Check at the Circulation Desk to find out if the book is lost
    c. Use the Location Code and Media Designators Directory to determine the location
    d. Use the Stacks Directories to determine the location

22. Where is the following shelved?

    LOVE
    MFILM
    S
    547

    a. Love South, Level 7
    b. Love South, Room 202
    c. Love South, East Basement Stacks
    d. Love South, Room 205

23. Which of the following should you use to find a book containing biographical or critical material on Edgar Allan Poe?

    a. Green Location Card File
    b. Flexoline
    c. Subject Card Catalog
    d. Author-Title Card Catalog

LOVE
ML
3556
E8

Epstein, Dena J.
Sinful tunes and spirituals : Black folk music to the Civil War / Dena J. Epstein. Urbana : University of Illinois Press, c1977.
xix, 433 p. : ill. ; 24 cm. (Music in American life)
Bibliography: p. [374]-415.
Includes index.

1. Afro-American music--History and criticism. 2. Spirituals (Songs)--History and criticism. I. Title II. Series

NbU 25 JAN 78 BM LDLLat 77-6315

24. What is the title of the book found on the above card?

a. Afro-American music--History and criticism
b. Music in American life
c. Black folk music to the Civil War
d. Sinful tunes and spirituals

25. Where will a book with this cali number be shelved?

CHILDREN'S
LITERATURE
COLLECTION
F
G83g

a. Love North, First Floor, north side
b. Love South, Level 1
c. Love South, Room 109
d. Love North, First Floor, south side

26. Which of the following are Dewey Decimal call numbers?

a.	b.	c.	d.
917	D15	Zoology	LOVE
qL63	A25A45	574	Z
		G572e	731
		1954	T5

a. a and c
b. b and c
c. b and d
d. a and b

27. Where should you look to find a list of all the books written by Ernest Hemingway and owned by the UN-L Libraries?

    a. Under Hemingway in the Flexoline
    b. Under Hemingway in the Green Location Card File
    c. Under Hemingway in the Subject Card Catalog
    d. Under Hemingway in the Author-Title Card Catalog

28. 377.05 R27 is the call number for the periodical, Religious Education. In which of the following Love Library locations could you find the 1972 volumes?

    a. Love North, First Floor, south side
    b. Love South, East Basement stacks
    c. Love Library, Periodicals Section
    d. Love South, Level 7

29. Which of the following can be found in the Author-Title Card Catalog in Love Library?

    a. Titles of periodicals found in the UN-L Libraries
    b. Titles of chapters from books found in the UN-L Libraries
    c. Titles of periodical articles found in the UN-L Libraries
    d. Books filed under the subject, abortion

ENGR
TA
177.4
N48
1977

Newman, Donald G.
Engineering economic analysis /
Donald G. Newnan. Rev. ed. San Jose,
Calif. : Engineering Press, c1977.
viii, 469 p. : ill. ; 24 cm.
Bibliography: p. 461-463.
Includes index.

1. Engineering economy. I. Title

NDU 04 NOV 77 NLS LDLLat 77-4927

30. You have found the above card in the Author-Title Card Catalog. What should you write down so that you can find this book?

a.	b.	c.	d.
ENGR	TA	177.4	ENGR
TA	177.4	N48	177.4
177.4	N48	1977	N48
N48			1977
1977			

LOVE
E
842
M46

Meyers, Joan Simpson.
John Fitzgerald Kennedy; as we remember him. Edited and produced und the direction of Goddard Lieberson. Editor, Joan Meyers; art director, Ira Teichberg. [1st ed.] New York, Atheneum, 1965.
ix, 241 p. illus., facsims., group ports. 30 cm. (A Columbia records legacy collection book)
Issued also with phonodisc: John Fitzgerald Kennedy; as we remember hi

1. Kennedy, John Fitzgerald, Pres. U.S., 1917-1963. I. Lieberson, Goddard, 1911- II. Teichberg, Ira III. Title

NbU 711674 NO LDLLat 65-27.

31. Which of the following is the author of the book found on the above card?

a. Ira Teichberg
b. Goddard Lieberson
c. John Fitzgerald Kennedy
d. Joan Simpson Meyers

32. Where is the following shelved?

UNDERGRADUATE
B3998
R6
1963

a. Love South, East Basement Stacks
b. Love North, First Floor, north side
c. Undergraduate Library (Nebraska Hall)
d. Love North, First Floor, north side

Use the periodical citation found below to answer questions 33-40.

TELEVISION and children
Get Mikey--he hates everything! Television advertising aimed at young children. C. Fox and J.C. Lyles. bibl pors il Children and Society 35:336 Mr 19 '79

33. What is the title of this article

a. Television and children
b. Get Mikey
c. Get Mikey--he hates everything
d. Children and Society

Use the periodical citation found on the previous page to answer questions 34-40.

34. Who wrote this article

a. C. Fox
b. C. Fox and J.C. Lyles bibl
c. C. Fox and J.C. Lyles
d. Cannot be determined from the information given

35. What is the title of the periodical in which this article is found?

a. Television and children
b. il Children and Society
c. bibl pors
d. Children and Society

36. What is the periodical's volume number?

a. 35
b. il
c. 19
d. 336

37. What is the date of the periodical

a. March, 1979
b. March 19, 1979
c. March, 1935
d. March 19, 1935

38. On what page is this article found?

a. 35
b. 79
c. 19
d. 336

39. What is the subject heading under which this article is found in the periodical index?

a. Television advertising
b. Television
c. Television and children
d. Children and Society

40. What should you look under in the Author-Title Card Catalog to find out if the UN-L Libraries has this periodical article?

a. Television and children
b. Get Mikey--he hates everything
c. Children and Society
d. C. Fox

DEMOGRAPHIC AND ATTITUDINAL QUESTIONNAIRE

INSTRUCTIONS:

1. Please complete questions 1-3.
2. Please check only one response for questions 4-21.
3. Please circle your response for questions 22-26.

---

1. Name: _____

2. Student ID Number: _____

3. Age: ____ ____ years

4. Sex: ____1. Male ____2. Female

5. Class Standing:

____1. Freshman ____4. Senior

____2. Sophomore ____5. Graduate

____3. Junior ____6. Other

6. Size of High School Graduation Class:

____1. 1-249 ____4. 1000-1999

____2. 250-499 ____5. Over 2000

____3. 500-999

7-8. Size of Home Town Population

____7-1. Less than 500	____8-1. 10,000-19,999
____7-2. 500-599	____8-2. 20,000-29,999
____7-3. 1,000-2,499	____8-3. 30,000-99,999
____7-4. 2,500-4,999	____8-4. 100,000-199,999
____7-5. 5,000-9,999	____8-5. more than 200,000

9. Residency:

____1. Nebraska ____2. Out-of-state

10. Before enrolling at UN-L had you received any previous library training?

____1. Yes ____2. No

11-14. ANSWER ONLY IF YOU ANSWERED "yes" ON QUESTION 10.

Where had you received previous library training?

___1. Yes ___2. No 11. High School

___1. Yes ___2. No 12. Public Library

___1. Yes ___2. No 13. 2-Year or Community College

___1. Yes ___2. No 14. 4-Year College or University

15-20. ANSWER ONLY IF YOU ANSWERED "yes" ON QUESTION 10.

Did previous library training include?

___1. Yes ___2. No 15. Parts of a catalog card

___1. Yes ___2. No 16. How to use the card catalog

___1. Yes ___2. No 17. How to use Reader's Guide

___1. Yes ___2. No 18. How to use reference books (encyclopedias,

___1. Yes ___2. No 19. The Dewey Decimal call number or classification system

___1. Yes ___2. No 20. How to use abstracts and indexes, other than Reader's Guide

21. Have you had any previous training in using the University of Nebraska-Lincoln Libraries?

___1. Yes ___2. No

PLEASE USE THE FOLLOWING SCALE TO ANSWER QUESTIONS 22-25.

1. Agree 2. Undecided 3. Disagree

22. I find that using a library is enjoyable. 1 2 3

23. Generally, it is important to me to learn to use a library. 1 2 3

24. I can learn all I need to know about libraries on my own. 1 2 3

25. Learning to use the library will make me a more successful student. 1 2 3

ON QUESTION 26 PLEASE CHOOSE THE ANSWER THAT IS MOST CORRECT FOR YOU.

26. In the past, I have used libraries

a. More than once a week
b. More than once a month
c. More than once a year
d. Not at all

Your Name: _____

SELF-PACED PACKET

Section: _____

Instructor: _____

Welcome to the University of Nebraska-Libraries. The Libraries provide a wide variety of materials (books, periodicals, microforms, phonodiscs, tapes, manuscripts, etc.) to support course work and research done at UN-L.

In order to use this library system to your advantage, you will need to have a few basic skills. This exercise is designed to teach you three basic techniques for using the University Libraries:

1. How to locate a book in Love Library or one of the branch libraries, starting from either the Author-Title Catalog, or the Subject Catalog.

2. How to locate a periodical article on a subject, starting from an index.

3. How to locate a microfilm and use a microfilm reader.

Learning to use a library effectively is an ongoing process, similar to learning how to play a game well. We can teach you the rules of the game, but then it's up to you to practice and enjoy! As you become more involved in your major, you will probably want to learn additional library skills which will specifically aid you in your classwork.

REQUIREMENTS

1. GRADING: You will be graded on a pass-fail basis.

   In order to pass, you must do three things:

   a. Correctly answer a minimum of 80% of the questions.
   b. Locate the book and periodical article as directed in the worksheet, and attach them to this worksheet when you turn it in.
   c. Correctly answer question no. 11.

2. DUE DATE: _____

3. WHERE TO TURN IT IN: When you have finished this exercise, turn in your materials -- this packet, the computer answersheet, and the book and periodical you will have retrieved -- to Room 216N Love Library (near the Subject Catalog). If the office is closed, hand in your materials at the Information Desk.

IF YOU HAVE A QUESTION ABOUT THE ASSIGNMENT: Feel free to ask for assistance or explanations at the Information Desk. The staff will make sure you know how to find the answer.

You will receive the packet and graded answersheet back. If you have any questions about them or about using the Libraries, give one of us a call or stop by our office.

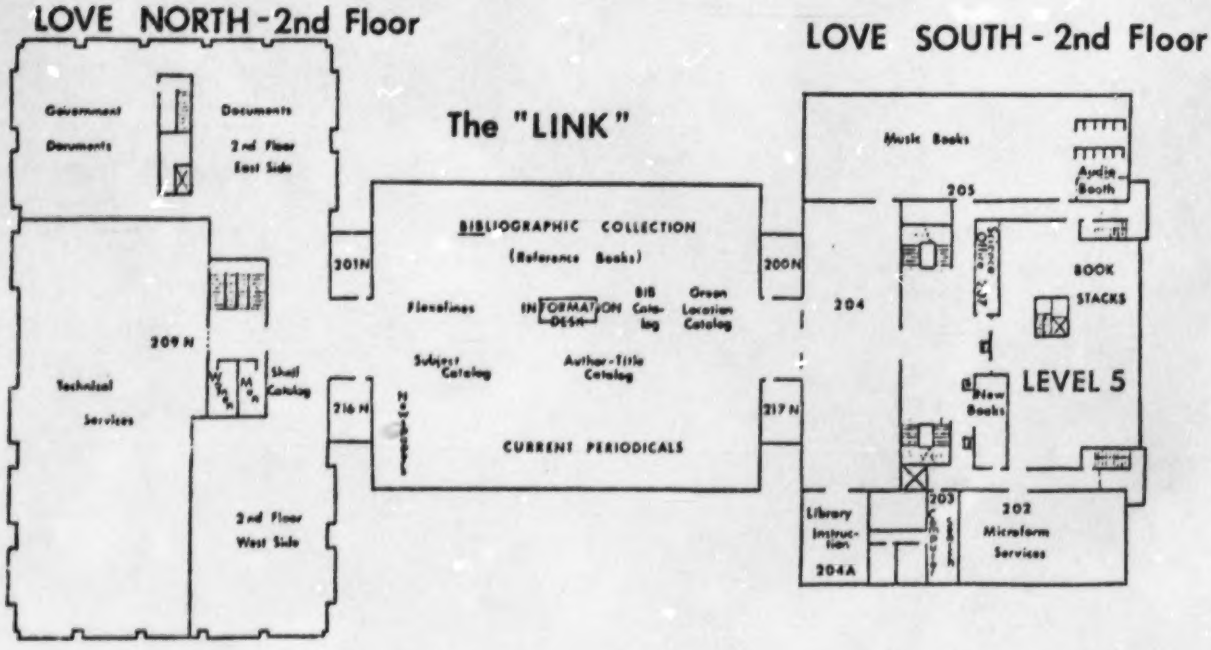
Scott Stebelman
Kathy Johnson
Humanities Division
216N Love Library 472-2560

TO BEGIN –

1. Go to Love Library.
   Enter the south doors located under the 2nd floor "Link" which connects the older and newer parts of the building.

2. Follow the big red and white plastic signs directing you to the CARD CATALOGS on 2nd floor. (The Catalogs are located in the "Link" area.)

3. Find the Author/Title Catalog (marked with a big red and white plastic sign) and begin this exercise.

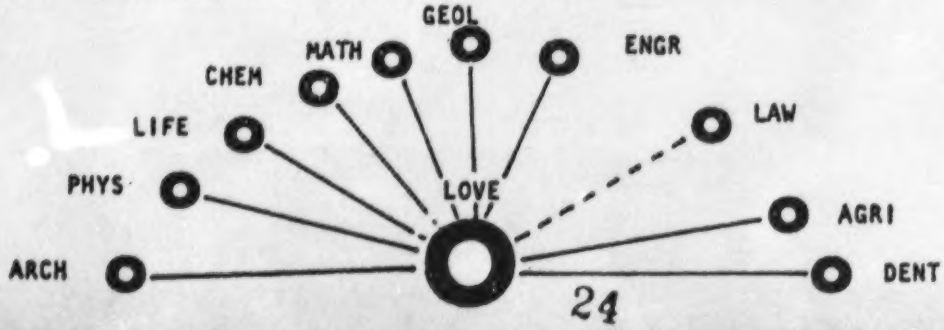


The Card Catalog is organized like the telephone directory:

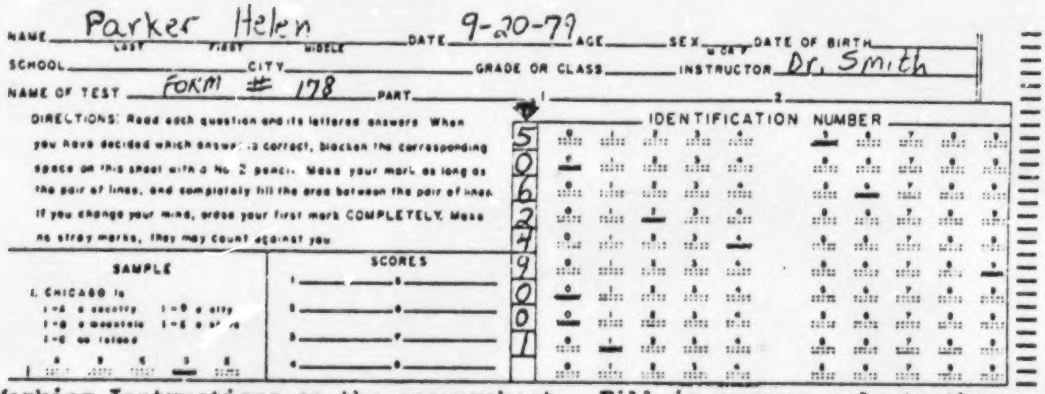
1. The Author/Title Catalog is like the white pages. Use it when you already know the name of an author or the title of a book.

2. The Subject Catalog is like the yellow pages. Use it when you need to locate books on a subject, but don't have any authors or titles in mind.

The Card Catalogs at Love serve as a record of the library materials in the Branch libraries as well as for the collections within Love. Each branch library also has a card catalog for its own collection.



Because most of the questions in this packet will be scored by a computer, you will need to fill out the red and white answer sheet that accompanies this packet. DO NOT FOLD THIS ANSWER SHEET. Use only a (yellow) #2 lead pencil, which is available at the Information Desk. Take out the answer sheet and write in your name, the name of your instructor, and in the name of test line write #850 (the Form # which is typed at the bottom of this page). Then fill out the Identification Number with your 9-digit "student I.D. number". Be sure to darken the appropriate space for each digit in the identification number. Here is what your answer sheet would look like if your name were Helen Parker, your instructor's name were Dr. Smith, your Form # were 178, and your student I.D. number were 506-24-9001.



Read the Marking Instructions on the answersheet. Fill in answers only to those questions which are numbered in the packet; for starred * questions, write in answers directly into the packet. You are now ready to proceed.

1. Look up the author: Alexander, Nicholas

   What is the title of the book he/she wrote?

   A. Images of the urban environment
   B. Invention and innovation under Soviet law
   C. Sets, sequences, and mapping: the basic concepts of analysis
   D. Photoelasticity

(Comment: Note that titles are not underlined on catalog cards.)

2. Look at the upper left hand corner of the card. There you see a "location code" (usually four letters long). Together, the location code and the call number serve as the Book's "address," telling you where it will be shelved.

   What is the location code of this book?

   A. LAW
   B. MATH
   C. ENGR
   D. ARCH

3. What is the call number of this book?

   A. KM B432x
   B. TA 406 A3
   C. GF 125 P63 1978b
   D. QA 248 A66

4. Now, walk over to the Information Desk area and find the LOCATION CODES (orange top) sheet, taped to two of the tables. Using the code sheet, determine which building your book is shelved in.

A. Architectural Hall, Room 104
B. Nebraska Hall, 2nd floor west
C. Oldfather Hall 807 and 838
D. Law Library, College of Law, East Campus

Go back to the Author/Title Catalog and look up the book title:

Japanese art in world perspective

* Copy the location code and call number here: _____
_____
_____
_____.

Whenever you have the location code LOVE, Stacks, UGRAD, or Undergraduate for a book or bound periodical, you should consult a STACKS DIRECTORY sheet in the Information Desk area. The STACKS DIRECTORY will direct you to the room in Love in which the item is shelved.

Using the STACKS DIRECTORY for Library of Congress call numbers (yellow top, at Information Desk area), determine where in the building you would go to find your book.

(Hint: To read the STACKS DIRECTORY, match the first letter or letters of the call number to the directory. For example:

LOVE
JK is shelved in Love South, Level 2
1
M8

5. What part of the building is Japanese art in world perspective shelved in?

A. Love South, Level 5
B. Love South, Level 1
C. Love South, Level 6
D. Love North, 1st floor, north side

CALL NUMBERS

The call number you just checked was a "Library of Congress" call number. This kind of call number always begins with one, two, or three letters and is followed by numbers and more letters and numbers. There may or may not be a location code above the call number.

Examples:	LOVE		AGRI	
	BF	HG939.5	LB	Z832
	311	M3	1140.2	.S83 M37
	W42	1971	F577	

Many of the books and periodicals in the University Libraries have Library of Congress call numbers.

But, just as there are many languages in the world, there are also many other classification systems besides the Library of Congress system.

One of the most familiar is the Dewey Decimal system. Unlike the Library of Congress call numbers, which begin with letters, Dewey Decimal call numbers begin with numbers.

Examples:		LOVE	Morrill Hall	
	727	813.49	572.018	338.91
	P83	St432zf	Ev16a	F9296
		v.310		

Because some books in the University Libraries have Library of Congress call numbers, while others have Dewey Decimal call numbers, you should be able to tell them apart. They are not shelved together on the same shelves and you must look for them in different areas.

That is why there are two separate STACKS DIRECTORIES--one for the Library of Congress call numbers and one for Dewey. The former has a yellow top, the latter a green top.

6. Using the Dewey Decimal stacks directory, determine where a book with this call number will be found:

LOVE
795.621
R76

A. Love North, 1st floor, south side
B. Love South, Level 5
C. Love South, East Basement stacks
D. Love North, 2nd floor, east side

OVERSIZE MATERIALS

Some books are taller than others and therefore must be shelved separately from the shorter books. These are called "folio" or "quarto" books.

The library always indicates an oversize book by a special letter or note in the call number.

A Library of Congress call number can be marked in one of three ways:

by a lower case "f" before the rest of the call number

fF830
.A62

by the word FOLIO

LOVE
FOLIO
M
238
A22 F87x

by a lower case "x" before the rest of the call number

x AP
50
L516

A Dewey Decimal call number may also be marked in one of three ways:

by a lower case q, f, or x preceding the second line of the call number.

Examples:		
341	358.4	Architecture
qG28	fUn30	720.944
		xV81d

7. Now, look at the STACKS DIRECTORY to determine where this book is shelved: Undergraduate
fSB581
T42

A. Love South, Level 7, after the VM's
B. Love South, Room 109, after the LB's
C. Love South, Level 1, after the GV's
D. Love North, 1st floor, north side, after the PZ4's

There are also several sub-collections in Love Library. To locate these items, all you need do is consult the LOCATION CODES sheet, which will direct you to the correct location.

Examples of sub-collections:	AUDIO	Reference	Cage
	ML	PQ1189	846.9
	85	L45	F33
	B59		

8. Where will this item be shelved? Cage
PN1520
L89

A. Love South, Room 109
B. Love Library, 2nd floor, link area
C. Love South, Room 303
D. Love South, Room 205

GREEN LOCATION CARD SYSTEM

Sometimes, you will find cards in the catalog which list a call number, but lack a location code.

The next question will show you how to determine the location code for such an item. This is important because some of the items lacking a location code are actually shelved in one of the branch libraries rather than at Love.

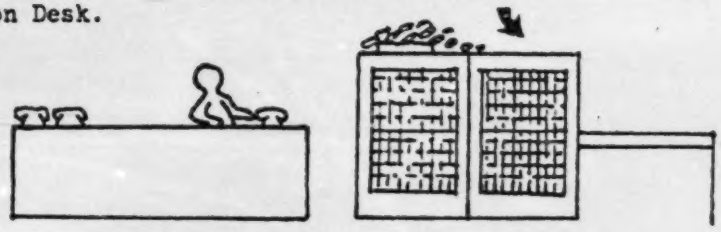
Go to the Author-Title Catalog and look up the following title:

Subcortical visual systems

Note that there is no location code above the call number. To determine where this book is shelved, do the following steps:

* First, copy the entire call number here: _____

Second, walk over to the Green Location Card File, situated to the right of the Information Desk.



Third, look up your call number in the Green Location Card File and match it to one of the cards in the file. (The cards are filed in call number order.)

9. What is the location (check-marked on the green card)?

   A. Zoology
   B. Math
   C. Agriculture
   D. Chemistry

10. Where will your book be located?

   A. C.Y. Thompson Library, East Campus
   B. Hamilton Hall, Room 427
   C. Oldfather Hall 807 and 838
   D. Manter Hall, Room 402

(Comment: If you look up a call number without a location code in the Green Location Card File and cannot find a green location card to match, then and only then you should consult the appropriate STACKS DIRECTORY.)

SUBJECT CATALOG

Just as the Author-Title Catalog will help you find books by a specific author or with a specific title, so the Subject Catalog will help you find books on a specific subject. These subjects can be ideas (ethics), events (the French Revolution), people (Eleanor Roosevelt), geographical locations (France), or objects (furniture).

Go to the Subject Catalog. Look up the subject Utopias.

Choose any book listed under that subject.
* Write out the following information about it here:

Location Code_____ Author_____
Call Number _____
_____ Title_____
_____ _____
_____

Now, find that book. Hold on to it until you have completed the rest of this packet exercise and turn it in along with your other materials. DO NOT CHECK THE BOOK OUT AT THE CIRCULATION DESK OR REMOVE IT FROM THE BUILDING.
(Suggestion: If you get to the right shelving area and cannot locate this specific book, then choose another one on the same subject from the same shelving area.)
YOU MUST COMPLETE THIS PORTION OF THE ASSIGNMENT IN ORDER TO QUALIFY FOR A PASSING GRADE.

PERIODICALS

Although books are an important source of information, they are not the only source. Often the most current and reliable information can be found in periodicals, such as Time, the Saturday Review, and the Journal of Communication; because many periodicals are published monthly or weekly, they will indicate the latest trends and developments in your area of interest.

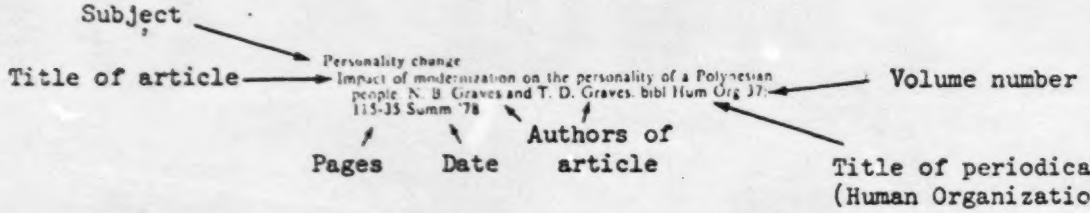
Because individual periodical articles are not listed in the card catalog, you will have to consult a periodical index to determine which periodical, among the many thousands that are published, will have the information you need. Periodical indexes exist for a variety of subjects:

Examples:

BIB L 11 E395x	Education Index Articles on elementary education, secondary education; educational philosophy, special education; philosophy and history of education, and educational administration.
BIB HF 1 B775x	Business Periodicals Index Articles on economics, marketing, accounting, finance, and management.
BIB AI 3 H9	Humanities Index Articles on English and American Literature, history, philosophy, religion, music, speech, foreign languages and literature, journalism, and theatre.
BIB H 1 A1S63x	Social Sciences Index Articles on sociology, psychology, political science, anthropology, geography, and criminal justice.
BIB N 1 A1A78x	Art Index Articles on the fine arts, photography, film, architecture, art history, city planning, and interior and landscape design.

There are many other specialized indexes. As you do research, be sure to ask at the Information Desk about special indexes for the subject you are working on.

To find periodical literature on Utopias, go to Humanities Index (see call number above) in the BIB Collection, which is located immediately behind the Information Desk. Pick up any volume of the index. Thumb through it and notice how it is arranged by author and by subject. Here is a sample "citation" to a periodical article:


Subject
Personality change
Title of article
Impact of modernization on the personality of a Polynesian people. N. B. Graves and T. D. Graves. bibl Hum Org 37: 115-35 Summ '78
Volume number
Pages
Date
Authors of article
Title of periodical (Human Organization)

Now, using any volume of the index, look up the subject Utopias.

* Copy any citation for an article about that subject.

Title of article: _____

Author of article: _____

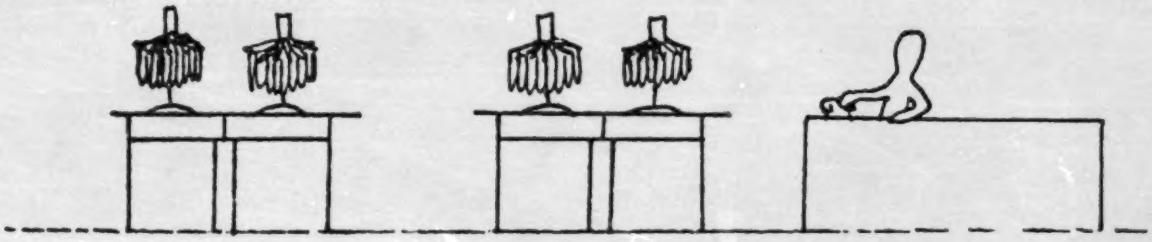
Title of periodical: _____
(Note: be careful not to confuse "il" (illustrated), "por" (portraits), or "bibl" (bibliography) with the title; also, because titles are often abbreviated, you may need to consult the "Abbreviations of Periodicals Indexed" page at the front of the volume for the full periodical title.)

Volume number: _____

Pages: _____

Date: _____

Now, walk over to the four gray metal objects ("flexolines") located to the left of the Information Desk.



The flexolines at Love Library list titles of currently received periodicals, newspapers, and other regularly published materials which appear more frequently than once a year.

A typical flexoline title will look like this:

	Call number for both current and older issues	Title of periodical	Location of current and older (backfile) issues. Current are in the Periodicals shelves near the card catalogs. Older are bound from 1939 through last year and are in stacks.
	HF5001 J65	Journal of Retailing	Latest issues: Periodicals v.15(1939)- Stacks
MFILM	HF5001 J65	Journal of Retailing	v.1(1925)- MICRO

Love also owns a microfilm copy of this periodical. The location code MFILM indicates that this copy will be shelved in the Microforms Room in Love Library.

This note indicates that the microfilm copy runs from 1925 to approximately last year. Notice that there are no "latest issues" in microfilm. For the most current issues, you would have to consult the paper copy.

Look up the title of your periodical on the flexoline. DO NOT LOOK UP THE TITLE OF THE ARTICLE. Write out the following information about the periodical title you are looking for:

* This is a general rule; some exceptions exist.

Call Number: _____
_____
_____

Location of latest issues: _____

Room or shelving area where older bound or microfilm issues will be shelved:
_____

If the issue you are looking for is from the current year, you should walk across the room to the PERIODICALS shelves and look for the issue you need on those shelves. Most periodicals have Library of Congress call numbers; those with Dewey Decimal call numbers will be shelved in the last two rows next to the newspapers.

If, on the other hand, the issue you are looking for was published before this year, it will be bound like a book and you should look for it in the book stacks, using the appropriate STACKS DIRECTORY. If the older issue is on microfilm, you would go to the Microforms Room. (Try to locate the paper issue for this part of the exercise, as microfilm should not leave the Microforms Room.)

NOTE: THE FLEXOLINES LIST ONLY CURRENTLY PUBLISHED PERIODICALS SHELVED AT LOVE LIBRARY. FOR THOSE PERIODICALS SHELVED AT BRANCH LIBRARIES, OR WHICH HAVE CEASED PUBLICATION, CONSULT THE AUTHOR-TITLE CATALOG UNDER THE PERIODICAL TITLE.

Go find the periodical article you looked up in Humanities Index.

When you find the place where that periodical is shelved, be sure to look up the actual article. Put a book mark in the page where it starts.
DO NOT CHECK IT OUT AT THE CIRCULATION DESK OR REMOVE IT FROM THE BUILDING.
KEEP IT WITH YOU UNTIL YOU TURN IN THIS ASSIGNMENT.

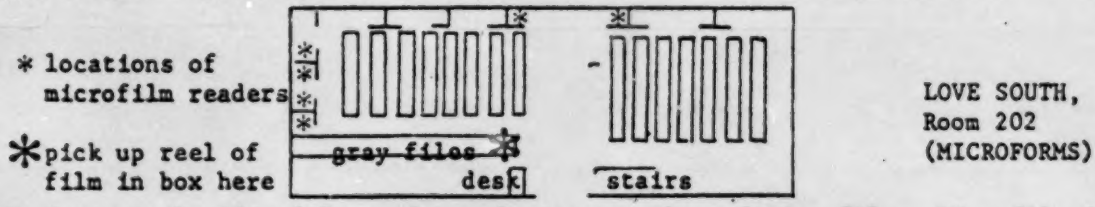
If you could not find the periodical article you wanted, go back to your index and choose another one on the same topic. Locate it instead.
YOU MUST COMPLETE THIS PART OF THE EXERCISE TO QUALIFY FOR A GRADE OF "PASS".

Now proceed to the next page.

MICROFORMS

Walk into the Microforms Room, Love South Room 202. (See map on p.2 of this packet.) Stop at the Desk area and pick up the reel of the Chicago Tribune which includes the Feb. 17, 1976 issue. Dates are marked on the boxes.

Walk over to any of the microfilm readers marked with small green dots.



Sit down at the microfilm reader and open your box of microfilm. Microfilm is too small to read with the unaided eye, so it is placed on a reader to magnify it to a readable size.

Directions for loading microfilm are posted at this machine.
Follow these directions to load the microfilm at this time.
- - - -
Now that you have loaded the film onto the reader, advance the film to the front page of the Feb. 17, 1976 issue.

11. What is the headline for this day?

a. $346,000 Brinks holdup
b. Medicaid labs fraud here put at $3 million
c. 2-hour CTA strike ends
d. Golda's party slips, but still in power

YOU MUST COMPLETE QUESTION 11 IN ORDER TO QUALIFY FOR A GRADE OF "PASS".

Now, remove microfilm from reader, replace it in its box, and leave box at the area near the Desk as you exit from the Microforms Room.

(Comment: In addition to old issues of several newspapers, the Microforms Room collection contains backfiles of many periodicals and also many old books published in the U.S. before the 1820's and in Britain before 1700. There is also a large collection of education-related research reports in the ERIC microfiche collection. If you want to find out more about microforms, ask the staff person for information.)

CIRCULATION POLICIES

Once you have located the books and periodicals you want, you may either use them in the library or may want to check them out.

The next few questions cover information about checking out materials. To learn the answers, either read the "Love Library Loan Periods and Overdue Charges" or the "Circulation Policies and Regulations" handout (available at the handout stand near the Information Desk or at Circulation) or go downstairs to 1st floor and ask for the facts at the Circulation Desk.

(Some of the policies may change during the semester when a new circulation system becomes ready for use. Changes will be posted and revised handouts will be made available.)

Now go on to question 12. (If the back side of this page is blank, ignore it.)

12. How long can you check out an ordinary book?

A. One week
B. Two Weeks
C. Four weeks
D. One semester

13. How long can you check out a bound periodical from Love?

A. Overnight
B. Three days
C. One week
D. One month

14. How long can you check out an unbound periodical from Love?

A. Overnight
B. Three days
C. One week
D. One month

15. Can you renew a book if no one else wants it?

A. Yes
B. No

Now go to page 14.

FINAL INSTRUCTIONS

1. Go to Room 216N Love (near the Subject Catalog).
2. If room is open, place computer answersheet in the red Computer Answersheet box.
3. Then rubberband together this packet, book and the periodical you found and place them in the blue Library Assignments box.
4. If 216N Love is locked, turn in everything at the Information Desk.

* * * * * * * * *

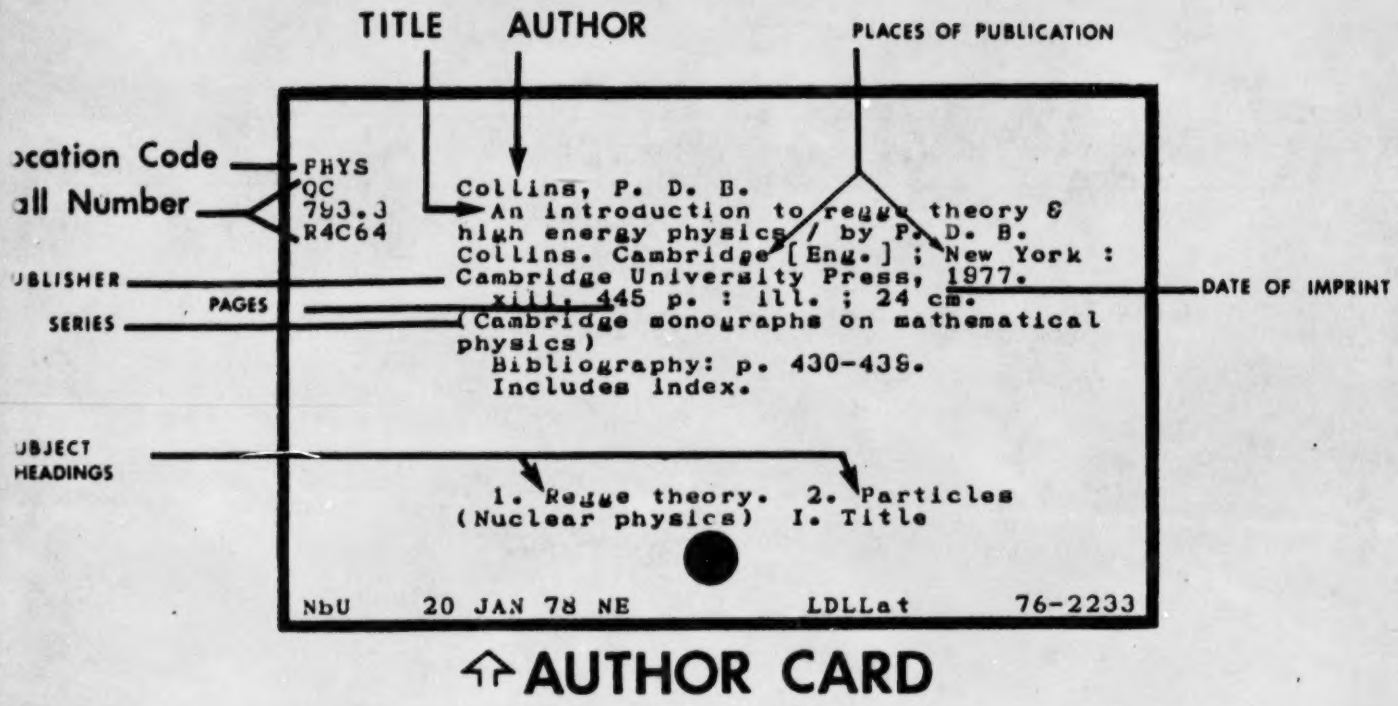
CLOSING COMMENTS

There's a lot more to using the libraries than we have covered in the worksheet.

1. You might like to learn how to use specific reference books for your major area of study.
2. You might like to find out what's in the University Archives and Special Collections.
3. You might like to learn the name of the librarian who works with the subject you'll be majoring in.
4. You might want to learn more about locating information in the microforms collections.
5. You might learn more about the filing rules of the Card Catalogs.
6. You might like to learn how to locate materials on subjects not listed in the Subject Catalog.
7. You might be interested in Computer Search Services.
8. You might like to learn about Interlibrary Loan.
9. You might like to walk over to the branch libraries and find out what they have to offer.
10. You might like to find out about the AUDIO/MUSIC collections of records and tapes.
11. You might be interested in learning about research strategies for locating large amounts of information for research papers, etc.

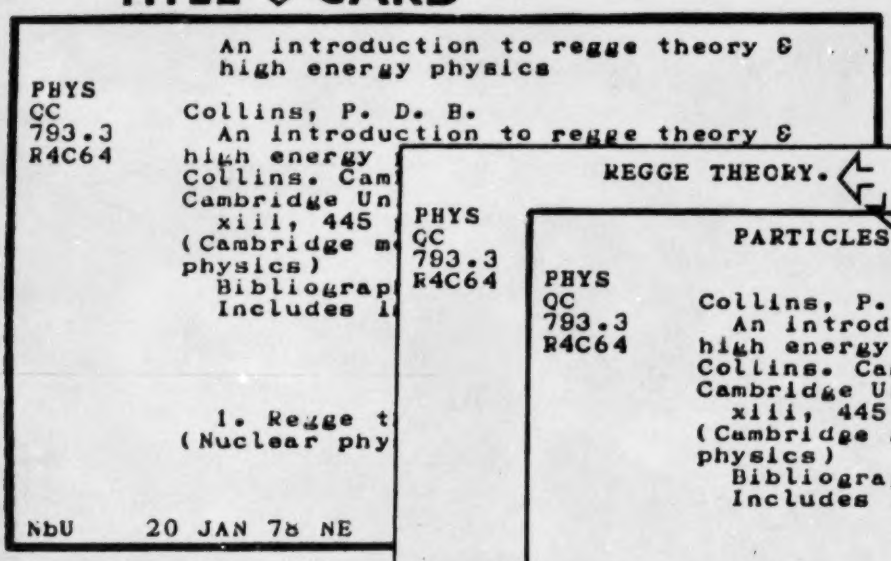
Got a Question? Ask a Librarian.

Sample Catalog Cards

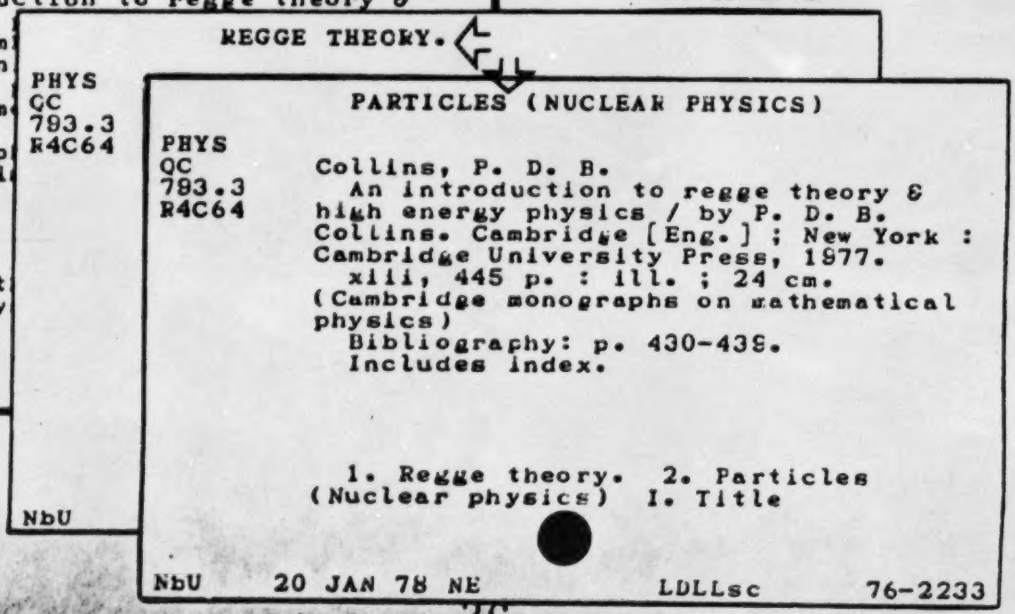


AUTHOR CARD

TITLE CARD



SUBJECT CARDS


REGGE THEORY.
PHYS
QC
793.3
R4C64
NbU
PARTICLES (NUCLEAR PHYSICS)
PHYS
QC
793.3
R4C64
Collins, P. D. B.
An introduction to regge theory & high energy physics / by P. D. B. Collins. Cambridge [Eng.] ; New York : Cambridge University Press, 1977.
xiii, 445 p. : ill. ; 24 cm.
(Cambridge monographs on mathematical physics)
Bibliography: p. 430-438.
Includes index.
1. Regge theory. 2. Particles (Nuclear physics) I. Title
NbU 20 JAN 78 NE LDLLsc 76-2233

PERIODICAL CARD

Location Code: (Current issues in PERIODICALS; older issues in stacks)

Call Number:

The first volume was published in 1974; the hyphen indicates that other issues have been published since then.

If you would like to know which volumes the library owns, ask at the Information Desk or at the Circulation Desk.

TITLE

```
LOVE
E
185.625
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The Journal of black psychology. v. 1-
Aug. 1974-      [Cincinnati, Ohio]
National Association of Black
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   1. Afro-Americans--Psychology--
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   distributed by Year Book Medical
   Publ., 1976.
   236 p. : ill. ; 24 cm.
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   1. Children--Nutrition.  2. Child
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CORPORATE Author Card

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1972 Federal campaign finances, interest groups, and
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1. Elections—United States—Campaign funds. 2. United States—
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